

**Texas Education Agency
Standard Application System (SAS)**

2016–2018 PreK Partnership Planning Grant		
Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY OCT 25 2016 5:00 PM -3-117 </div>
Grant Period	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	
Application deadline:	5:00 p.m. Central Time, October 25, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Marnie Glaser: marnie.glaser@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Austin Independent School District	227901			
Vendor ID #	ESC Region #			DUNS #
	13			076933746
Mailing address	City	State	ZIP Code	
1111 West 6 th Street	Austin	TX	78703-	
Primary Contact				
First name	M.I.	Last name	Title	
Michelle		Wallis	ED of AISD Office of Innovation and Development	
Telephone #	Email address		FAX #	
512 414 4851	Michelle.wallis@austinisd.org			
Secondary Contact				
First name	M.I.	Last name	Title	
Jacque		Porter	Director AISD Early Childhood	
Telephone #	Email address		FAX #	
512 414 4740	jacque.porter@austinisd.org			
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Nancy		Phillips	Director AISD
Telephone #		Email address	FAX #
512-414-3280		Nancy.phillips@austinisd.org	

Signature (blue ink preferred)

Date signed

Nancy Phillips

11-1-16

Only the legally responsible party may sign this application.

701-16-109-022

Schedule #1—General Information

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☐ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS-4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: <ul style="list-style-type: none"> a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: <ul style="list-style-type: none"> a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS-4 private provider and include a letter of intent signed by a TRS-4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS-4 provider for a minimum of 3 years given the private provider continues to maintain TRS-4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS-4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS-4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 227901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 227901			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Outline of Program: The Early Childhood Department (ECD) of the Austin Independent School District (AISD) is applying for the Texas Education Agency (TEA) PreK Partnership Planning Grant in order to expand partnerships with local Child Development Centers (CDCs), support planning and implementation for new partnerships with Texas Rising Star 4-Star (TRS-4) childcare providers, and plan for expansion of the entire partnership program over the next three years through four sets of activities: (1) Two TRS-4 providers, currently under contract with the district for educational services, will leverage assets and share resources by implementing the use of Classroom Assessment Scoring System (CLASS) and taking part in professional development (PD) activities surrounding CLASS. These providers currently follow all other partnership guidelines and would like to be included in PD and CLASS observations. (2) Two additional TRS-4 certified CDCs will also participate in CLASS/PD and complete steps to contract with the district. (3) Three non-TRS-4 CDC providers, will complete TRS-4 requirements, participate in CLASS/PD, and contract with the district. (4) Other CDC providers in the community will be informed, invited, and encouraged to participate in trainings and pursue steps toward TRS-4 status and partnership with the district. The district wants the option to partner with them in the coming years.

The goals of the grant align with the district's efforts on every level: AISD supports high expectations for kindergarten readiness through allocation of local funds to cover costs of full-day PreK instead of only half day; AISD engages with a large number of community entities, primarily through the United Way Success by 6 collaboration, to identify needs and share training that will ensure consistency in curriculum and staff qualifications as well as build on commitment to quality PreK throughout the community. AISD understands that the public PreK program on the traditional campus site might not fit every family, so we are eager to collaborate with high-quality child development centers to provide additional options for parents in the Austin community. The district is also eager to leverage this grant in order to streamline and solidify a framework for initiating, implementing and expanding agreements with PreK providers. Our district's goals to increase the number of PreK TRS-4, CLASS-trained providers delivering quality, full-day PreK for low income families aligns with the grant's goals to prepare children to be kindergarten-ready through expansion and quality improvement of providers. Our approach also meets the grant's goal of leveraging assets and sharing resources as AISD will manage and share the PD with private providers.

Budget Development: The budget for the PreK Partnership Planning Grant was developed through a review of the capacity of current childcare providers as well as the need for additional slots to serve the number of PreK children not being served. Jacquie Porter, Director of AISD ECD, is a member of the leadership team of the School Readiness Action Plan (SRAP) for Austin and Travis County, which includes goals of improving early childhood education for 26,847 age 0-4-year-old children in the county. According to 2014 data collected for the county-wide report, only 6,206 of the preschool children were served. The E3 Alliance, a regional, data-driven education collaborative based in Austin, reports that there are only enough childcare slots available in Travis County to serve 48% of children 0-5 years old (School Readiness, 2016 Central Texas Education Profile). Given the verified need for additional high-quality preschool slots, the ECD at AISD seeks to leverage the role of community providers to ensure more children are served (2015-2018 SRAP Austin/Travis County). Budget development includes costs for implementing CLASS and a coaching model to oversee long-term, sustained job-embedded coaching. CDCs that do not utilize state-adopted curriculum from the recommended list of the Commissioner at the Texas Education Agency, will have these kits purchased for them. An Early Childhood Specialist will be hired to conduct CLASS observations, coach in CDC classrooms, and assist CDCs in their efforts to gain TRS-4 and district contracts.

Demographics and Goals: AISD serves 83,270 students, and 57.4% qualify as economically disadvantaged (TEA, Texas Academic Report, 2015-16). The initial group of 209 students targeted by this proposal includes 103 who qualify as being economically disadvantaged or English Language Learners. Potentially, hundreds more students will be impacted as the activities of the grant are carried out. This population aligns with the goals of the grant to offer full-day, full-year childcare services for low-income families.

Needs Assessment Process: AISD ECD department sets and monitors annual goals through the district's strategic plan structure, which includes Strategy 3.3, "We will support early childhood, PreK..." with Key Action Steps: (1) "Provide varied and substantive support to enhance math and reading skills in early childhood, PreK..." and (b) "Expand early literacy, early childhood education, and PreK programs and locations" (AISD Strategic Plan 2015-2018). AISD also participates in the voluntary assessment of our PreK students using the CIRCLE Progress Monitoring System from the

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Children's Learning Institute (CLI). This Commissioner-approved assessment is given three times a year for all PreK students, including those in our CDC partnership programs. CLI reports allow us to determine how well the students are prepared for kindergarten, how to focus our PD, and where to add interventions.

Management Plan: The grant program will be managed with a plan that includes specific timelines and accountability reviews to ensure consistent and high-quality management. Data collection will be scheduled and monitored by the part-time research specialist from the AISD Department of Research and Evaluation. An AISD Early Childhood Specialist will oversee the CDC/AISD partnership. This Specialist will coordinate and provide PD, CLASS observations, and provide job-embedded staff development. The AISD CDC program will also allow students to receive Special Education and Bilingual services. Jacquie Porter, will supervise the Early Childhood Specialist and ensure that all TEA compliance reporting is done correctly and on time. The Early Childhood Specialist will provide regular, monthly written reports showing progress toward goals to Jacquie Porter. Course adjustments will be made as needed in order to stay on track.

Evaluation Methods: We will evaluate the effectiveness of our program by regularly measuring progress, including the collection of the following outputs and outcomes: (1) quarterly and cumulative number of childcare and AISD teachers receiving PD activities, (2) quarterly and cumulative number of teachers and caregivers who received technical assistance such as coaching, mentoring, or consultation during the contract, (3) total number of children receiving PreK services through the partnerships, (4) total number of contractual partnerships with a listing of TRS-4 providers by name, (5) kindergarten readiness results for PreK students enrolled in private provider settings and determination of whether the results are similar, above or below results for PreK students from the district or charter PreK, and (6) results from a monitoring and compliance tool provided by TEA.

Statutory Requirements: AISD is fully compliant with the EDGAR General and Fiscal Guidelines, Revised May 2015. All statutory requirements, per Section 22.0834 of the Texas Education Code, regarding fingerprinting are strictly followed. Contracts negotiated with partner and service provider entities include explicit requirements for fingerprinting.

TEA Requirements: This proposal completely and accurately answers all TEA requirements: (1) AISD will initiate and implement three contractual PreK partnerships with TRS-4 providers within 18 months of grant approval. (2) Funding will be used to purchase curriculum for private providers. (3) Funding will be used to provide early childhood PD for CLASS observers, TRS-4 providers, and providers working toward certification. (4) Funding will be used to support sustainability and expansion after the grant ends. (5) Funding will be used for CLASS training. (6) AISD will evaluate student outcomes with the use of a Commissioner-approved PreK student assessment. (7) AISD will include students enrolled in 3 and 4-year-old private provider classrooms in the PEIMS data submission for the district. (8) AISD will implement the compliance and monitoring tool provided by TEA a minimum of two times a year. (9) Signed letters of partnership intent are attached including required documentation. (10) Quarterly and cumulative data will be collected on performance measures (CDC and district teachers receiving training and technical assistance; number of children receiving PreK services through partnership; contracted partnerships with listing of TRS-4 providers by name; kindergarten readiness, TEA monitoring and compliance tool).

Sustainability: AISD's ongoing commitment is evidenced by the willingness of the Board of Trustees to allocate local tax dollars toward full-day PreK classes. Moreover, the district is a leading participant in the United Way Success by 6 initiative through which the district collaborates with a large number of providers and supporters specifically targeting educational opportunities for preschool children. AISD currently partners with three CDCs and has five Head Start Partnership classrooms. The district has demonstrated its ability to partner successfully with CDCs. This planning and implementation grant will support our efforts to expand existing partnerships by deeply entrenching CLASS in additional sites while also broadening the training to be scaled to other providers. By using CLASS to ensure quality programming, we are strengthening the foundation for our youngest learners. By drawing down funds for CDC classrooms, we hope to sustain the program features far beyond the grant period. We will also gain valuable experience in systematically connecting with community providers and supporting their efforts to become TRS-4-Star childcare providers. Finally, we will have a step-by-step overview of how to partner with AISD, complete with sample MOUs, online and available for potential partners.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227901	Amendment # (for amendments only):
Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158	
Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	Fund code/shared services arrangement code: 203/292

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$112,910	\$0	\$112,910	\$5,890
Schedule #8	Professional and Contracted Services (6200)	6200	\$48,500	\$0	\$48,500	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$47,360	\$0	\$47,360	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
Total direct costs:			\$208,770	\$0	\$208,770	\$5,890
Percentage% indirect costs (see note):			N/A	\$0	\$10,365	\$292
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$219,265	\$6,182

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 227901			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional						
1	Teacher				\$	\$
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator (Early Childhood Specialist—Project Sp3)		1		\$58,641	\$5,000
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist			0.25	\$28,299	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
15	Title				\$	\$
16	Title				\$	\$
17	Title				\$	\$
18	Subtotal employee costs:				\$86,940	\$5,000
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay (20 staff attending 2 day training @125 X 40)			\$5,000	\$
20	6119	Professional staff extra-duty pay (\$15 hr afterschool/weekend training)			\$180	\$
21	6121	Support staff extra-duty pay (6 TAs @ \$15)			\$90	\$
22	6140	Employee benefits 6,096 for eval; 14,604 for specialist			\$20,700	\$890
23	Subtotal substitute, extra-duty, benefits costs				\$25,970	\$890
24	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$112,910	\$5,890

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 227901		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	CLASS 2-day training for 15 participants	\$8,500	\$0
2	Early Childhood Professional Development	\$30,000	\$0
3	CLASS Observers	\$10,000	\$0
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$48,500	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$48,500	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 227901		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	Total supplies and materials that do not require specific approval: (computer, monitor, tablet/laptop, printer, My Teachstone, Introduction to CLASS Online Course, classroom materials to support professional development, working lunch for professional development, training materials to support CLASS and ongoing professional development, curriculum)	\$47,360	\$0
Grand total:		\$47,360	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 227901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 227901				Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$0	\$0
Grand total:				\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total district enrollment:

Category	Number	Percentage	Category	Percentage
African American	50	24%	Attendance rate	DNA
Hispanic	66	32%	Annual dropout rate (Gr 9-12)	DNA
White	84	40%	Students taking the ACT and/or SAT	DNA
Asian	9	4%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	97	46%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	6	3%		
Disciplinary placements	0	0%		

Comments

Although the demographics for students to be served by this grant will be determined when the students are actually enrolled, the data above reflects known data on students being served at this time.
The overall demographic data for AISD, as reported on TEA Texas Academic Performance Report, 2015-16 District Profile includes 7.8% African American, 58.8% Hispanic, 26.6% White, 3.8% Asian, 57.4% Economically Disadvantaged, 28% English Language Learners, and 1.4% Disciplinary Placements.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	9	31%	No degree	22	76%
Hispanic	11	38%	Bachelor's degree	6	21%
White	8	28%	Master's degree	1	0.5%
Asian	1	0.5%	Doctorate	0	0%
1-5 years exp.	11	38%	Avg. salary, 1-5 years exp.	DNA	N/A
6-10 years exp.	9	31%	Avg. salary, 6-10 years exp.	DNA	N/A
11-20 years exp.	4	14%	Avg. salary, 11-20 years exp.	DNA	N/A
Over 20 years exp.	1	1%	Avg. salary, over 20 years exp.	DNA	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0														0
Open-enrollment charter school	0														0
Public institution	26														26
Private nonprofit	0														0
Private for-profit	183														183
TOTAL:	209														209

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0														0
Open-enrollment charter school	0														0
Public institution	4														4
Private nonprofit	0														0
Private for-profit	25														25
TOTAL:	29														29

Part 5: Campuses to Be Served with Grant Funds

Campus Name	Campus #	Selection Criteria
Austin Community College Children's Lab School	223024	TSR-4 Status
Bright Beginnings	1515161	TSR-4 Status
Kids Campus	1618103	TSR in Progress
Little Dudes	18179	TSR in Progress
Mainspring Schools	21007	TSR-4 Status
Open Door Preschools	49372	TSR-4 Status
Wonder Years Preschool	1558069	TSR-4 in Progress

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each school year, the principal of each campus, with the assistance of the Campus Advisory Council (committees of parents, students, businesses and community representatives, teachers, principals, and other campus staff), must develop, review and revise the Campus Improvement Plan (CIP). The purpose of this plan is to improve student performance on the state's student achievement indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. AISD's Elementary School Offices works with ECD and campus principals during the CIP process to provide support and guidance as needed for early childhood programs. AISD collects all CIPs and reviews these plans to ensure that they align with district plans and policies.

CIPs are supportive of the objectives of the district's overall Strategic Plan (*Strategic Plan 2015-2020: Reinventing the Urban School Experience Together*), including the Core Belief that all students will graduate college-, career-, and life-ready. The district measures its progress toward those objectives through the Strategic Plan Scorecard, which includes the following items: Strategy 3.3, "We will support early childhood, PreK..." with Key Action Steps: (1) "Provide varied and substantive support to enhance math and reading skills in early childhood, PreK..." and (b) "Expand early literacy, early childhood education, and PreK programs and locations" (Ibid).

AISD also participates in the voluntary assessment of PreK students using the CIRCLE Progress Monitoring System from the Children's Learning Institute (CLI). This Commissioner-approved assessment is given three times a year for all PreK students, including those in our CDC partnership programs. CLI reports allow us to determine how well the students are prepared for kindergarten, how to focus our PD, and where to add intervention supports for students.

In addition to the internal framework for needs assessments, AISD ECD is an active participant of the United Way Success by 6 collaborative through which data and PD opportunities are shared across the community among private and public PreK and childcare providers. AISD ECD Director, Jacquie Porter, serves on the Leadership Team and contributes input to the 2015-18 SRAP for Austin/Travis County. This long-term, community engagement follows latest research and findings of national and local groups, including E3 Alliance's tracking of Central Texas early childhood data. Surveys conducted for the SRAP identified the top five barriers to arranging childcare that families are encountering: costs, no spaces available or there is a waitlist, distance from home/work, quality of care is not satisfactory, hours don't fit work/school schedule (United Way Success by 6, 2015-18 SRAP). The community SRAP action team works to break down barriers that parents face using the data in the SRAP Outcome measures.

The district collaborates with E3 Alliance by contributing de-identified student data annually. E3 Alliance reports show the benefits of full day and small classrooms. Data analysis of the region show that low-income students who have PreK education are three times more likely to be ready for kindergarten than students who do not have PreK. Working with CDCs and drawing down funds for them to reduce class sizes and provide extended day programming is a priority in Austin.

For this particular initiative, the currently-used assessment systems will be enhanced with increased outreach to CDCs in the community that would like to gain TRS-4 certification and serve more children. For CDCs that can leverage the grant activities to work toward their certification, there will be immediate support from the systems that will be put in place for the already-identified partners. For CDCs that have additional needs that cannot be met, AISD ECD Director, Jacquie Porter, will work to find solutions and take the needs to the Success by 6 collaborative for possible support.

In summary, AISD ECD looks at campus goals, district data, student data, and community data to formulate a plan of action for strengthening the quality of programming within AISD and our community providers.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Survey results reported in United Way Success by 6, SRAP show parents listing "No spaces available or there is a waitlist" as a barrier to arranging childcare in Travis County. The same report indicates in 2014 that only 6,206 out of 26,847 children ages 0-4 in Travis County were served. Austin/Travis County needs slots to serve additional full-day PreK children.	The PreK Partnership Planning grant program will assist in getting additional slots for full-day PreK children by making certification and contracting processes more streamlined for new providers seeking PD and TRS-4 certification.
2.	Survey results reported in United Way Success by 6, SRAP show parents listing "Quality of care is not satisfactory" as a barrier to arranging childcare in Travis County.	Providers who go through the process of becoming TRS-4 certified, utilizing CLASS, and partnering with AISD should develop higher standards of care.
3.	Jacque Porter estimates approximately 3,000 children old enough to attend PreK are not attending AISD PreK. (Sept.2016, 6,552 students enrolled in AISD kindergarten, but only 3,747 four-year-olds enrolled in AISD PreK. This consistent pattern suggests that approximately 3,000 age-eligible children are not attending.) More PreK aged children need to be enrolled in quality programs.	With the PreK Partnership Planning grant, there will be a greater number of TRS4 PreK providers leading to a more PreK students receiving high quality, full day PreK instruction.
4.	Survey results reported in United Way Success by 6, SRAP show parents listing barriers: "Hours don't fit work/school schedule" and Distance from home/work" as barriers to arranging childcare.	With the PreK Partnership Planning grant, there will be a greater variety of locations and hours of operations as small, neighborhood childcare partners gain training and credentials to serve students.
5.	E3 Alliance report shows need for improved kindergarten readiness, especially among low-income children, in the following areas: social and emotional learning, language and communication, and emerging numeracy and literacy. E3 Alliance research supports full-day programming with low teacher/student ratios.	AISD will partner with CDC programs to support full-day and low teacher-to-student ratios with pass-through funding.

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Schedule #14—Management Plan

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director Early Childhood Department	Jacque Porter, Director since 2009: oversees 10,000 PreK and K students, 590 teachers, annual budget >\$1.5 million; serves on City of Austin Early Childhood Council, United Way Greater Austin School Readiness Leadership, Texas Workforce Commission Quality Collaborative Leadership
2.	Early Childhood Specialist	TBD: background in child development; certification in CLASS; experience mentoring and conducting PD; skilled in data management
3.	Evaluator (.25)	TBD: Master's degree or PhD and work experience/background in data collection, research, statistics, and program evaluation
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Set up data collection dates and accountability systems	1. AISD ECD contacts current and potential CDC	02/15/2017	03/15/2017
		2. Partners verify data reporting commitments	03/15/2017	04/15/2017
		3. Monthly PD/ technical assistance data collections	08/01/2017	06/01/2018
		4. Quarterly student data collections	09/30/2017	05/30/2018
		5. Three times annually CLI data collections	09/30/2017	05/30/2017
2.	Expand and deepen CLASS	1. AISD hires Early Childhood Specialist to conduct CLASS and job-embedded training with teachers.	02/15/17	03/15/2017
		2. EC Specialist identifies CLASS trainees	04/15/2017	06/30/2018
		3. EC Specialist schedules CLASS trainings	04/15/2017	06/30/2018
		4. EC Specialist tracks/monitors training progress	04/15/2017	06/30/2018
3.	Support CDCs working on TRS-4 certification	1. AISD ECD sets timeline for progress toward TRS-4	04/01/2017	06/30/2018
		2. Ongoing check-ins on progress	04/01/2017	06/30/2018
		3. # CDCs receive TRS-4 certification	02/10/2017	05/30/2018
		4.		
4.	Analyze data to assess effect of initiative	1. Collect CLI or other state-adopted assessment	09/30/2017	06/01/2018
		2. Collect E3 Alliance	02/15/2017	06/01/2018
		3. Respond to TEA measuring and monitoring tools	02/15/2017	06/30/2018
		4. Analyze Kreadiness (iStation) comparison groups	12/30/2018	12/30/2018
		5.		
5.	Providers have information needed to gain TSR-4 and AISD contract	1. Publish benefits of TRS-4 and AISD partnership	05/30/2018	05/30/2018
		2. Publish resources for CDC support (CLASS, TRS-4)	05/30/2018	05/30/2018
		3. Publish "How to..." overview	05/30/2018	05/30/2018
		4. Publish sample MOU and steps toward securing	05/30/2018	05/30/2018
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD has a system-wide continuous improvement structure that encompasses campus programs, staff, students, and parents. Data are collected from numerous sources: student (academic, attendance, discipline, health, social and emotional indicators), campus program reports to the Superintendent (through Associate Superintendents and Chief Officer of Teaching and Learning), and surveys (staff, students, parents). AISD's system is supported by the Department of Research and Evaluation, who work closely with ECD staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise.

The evaluation plan will be used to ensure continuous improvement:

- 1) *Program Management* to monitor the ongoing operation of programs;
- 2) *Staying on Track* to ensure that programs stay focused on goals, objectives, strategies, and outcomes;
- 3) *Efficiency* to streamline service delivery and help lower the cost of services;
- 4) *Accountability* to produce evidence of program effects; and
- 5) *Sustainability* to provide evidence of effectiveness to all stakeholders.

Feedback and continuous improvement will be monitored by an Early Childhood Specialist, supervised by Jacquie Porter through regular review of data: number of childcare and LEA teachers receiving PD, number of staff receiving technical assistance, total number of children receiving PreK services, total number of contractual partnerships with TRS-4 providers, kindergarten readiness results for PreK students enrolled from district enrolled in partner settings, and results from monitoring and compliance tool to be provided by TEA.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To sustain commitment to the project, the AISD ECD will provide ongoing feedback to stakeholders: parents, partner providers, Success by 6 collaborative, and AISD staff through a variety of established modes (reports to AISD Superintendent and Board of Trustees, paper-flyers sent home, texts sent to parties who have agreed to accept texts, emails sent to parties who have agreed to accept email notices, posts on campus websites). AISD ECD will continue to support and leverage Austin stakeholders' ongoing support of full-day PreK through local taxpayer commitment to supplement state funds for half-day. The expansion and deepening of CLASS will be scaled to other providers, and the increased number of TRS-4-Star childcare providers will provide a stronger base on which to expand the number of childcare providers and reach more of the 26,847 PreK children across the region. The valuable experience gained through the activities of the PreK Planning Partnership initiative will lay the groundwork for seamless, expedited, and increased numbers of partnerships in the future.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Increase quantity and quality of CDC's contracted for services	1.	Number of providers in contractual partnership with AISD
		2.	Use TEA's monitoring/compliance tool to show progress of each CDC
		3.	Use TEA's tool twice annually to measure alignment
2.	Increase number of CLASS-certified practitioners	1.	Dates of CLASS trainings
		2.	Number of AISD staff and partner trained and certified in CLASS
		3.	
3.	Increase number of CLASS assessments conducted	1.	Number of CLASS assessments conducted
		2.	
		3.	
4.	Track number of childcare and LEA teachers receiving PD and technical assistance	1.	Childcare and LEA teachers receiving PD increase
		2.	Childcare and LEA teachers receiving technical assistance will increase
		3.	
5.	Increase number and improve performance of students on kindergarten readiness assessments	1.	Number of students served will increase
		2.	Readiness scores will indicate growth on PreK assessment (Commissioner)
		3.	Report readiness results (similar, above, or below students from district)

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD EC Department has developed two spreadsheets, which will be refined by the 0.25 evaluator, to be used as tracking tools: (1) Quarterly Report—Partners will supply number of childcare and LEA teachers receiving PD activities, number of teachers and caregivers who received technical assistance such as coaching, mentoring or consultation during the contract. The AISD Early Childhood Specialist will review findings with Jacquie Porter and strategize any needed course corrections indicated. (2) Student Data Report—(collection times to be set to align with school calendar) Comprehensive list of students (including their AISD ID numbers) receiving PreK services through partnerships and the students' subsequent kindergarten readiness test results. Spreadsheets will be issued to the partner providers and collected regularly by the AISD Early Childhood Specialist and the part-time Evaluation Specialist, who will aggregate the student data for comparison with score data of all other AISD students taking the same assessment. This comparison will show how the children in the PreK Partnership Planning group compare with the other district students. Contracted partners will agree, as will be indicated in their contracts, to provide all TEA-required data for the PreK Planning Partnership grant. Evaluation will include accessing and summarizing the CLASS data for grant reporting and summarizing the PreK CLI Engage pre-reading assessment data throughout the grant year.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)**For TEA Use Only**

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County-District Number or Vendor ID: 227901		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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